BBI2409 ENGLISH FOR ACADEMIC PURPOSES
PJJ Sem 1, 2016/2017

WEEK 1-7
Parts of Speech

- **Noun** (naming words for people, places, objects, ideas, emotions, qualities and activities)
- **Pronoun** (words used to replace a noun)
- **Adjective** (words use to describe nouns or to compare)
- **Verb** (put static objects into motion or help to clarify the objects in meaningful ways)
- **Adverb** (words that give more information about verbs, adjectives, adverbs)
<table>
<thead>
<tr>
<th>parts of speech</th>
<th>function or &quot;job&quot;</th>
<th>example words</th>
<th>example sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Verb</strong></td>
<td>action or state</td>
<td>(to) be, have, do, like, work, sing, can, must</td>
<td>Facebook.com <em>is</em> a web site. I <em>like</em> Facebook.com.</td>
</tr>
<tr>
<td><strong>Noun</strong></td>
<td>Thing or person</td>
<td>pen, dog, work, music, town, London, teacher, John</td>
<td>This is my <em>dog</em>. He lives in my <em>house</em>. We live in <em>London</em>.</td>
</tr>
<tr>
<td><strong>Adjective</strong></td>
<td>Describes a noun</td>
<td>a/an, the, 69, some, good, big, red, well,</td>
<td>My dog is <em>big</em>. I like <em>big</em> dogs.</td>
</tr>
<tr>
<td><strong>Adverb</strong></td>
<td>describes a verb, adjective or adverb</td>
<td>quickly, silently, well, badly, very, really</td>
<td>My dog eats <em>quickly</em>. When he is <em>very</em> hungry, he eats <em>really</em> quickly.</td>
</tr>
</tbody>
</table>
Circle the noun in each group of words.

1. hop, kind, flashlight
2. bake, jam, sorry
3. house, sweet, playful
4. learn, doctor, little
5. spicy, walk, flower
Circle the noun in each group of words.

1. hop, kind, **flashlight**
2. bake, **jam**, sorry
3. **house**, sweet, playful
4. learn, **doctor**, little
5. spicy, walk, **flower**
Pronoun Practice

- Replace the noun with appropriate pronoun.

1. The girl listened to music at lunch.
   _________ listened to music at lunch.

2. The boy played games after dinner.
   _________ played games after dinner.

3. The cat climbed onto the kitchen table.
   _________ climbed onto the kitchen table.

4. My brother is in high school.
   _________ is in high school.

5. The mall was filled with hundreds of people.
   _________ was filled with hundreds of people.
Pronoun Practice

1. The girl listened to music at lunch.
   She listened to music at lunch.

2. The boy played games after dinner.
   He played games after dinner.

3. The cat climbed onto the kitchen table.
   It climbed onto the kitchen table.

4. My brother is in high school.
   He is in high school.

5. The mall was filled with hundreds of people.
   It was filled with hundreds of people.
Spot the adjectives in the paragraph.

Last night, it snowed! I woke up and felt excited when I saw the deep, white snow out my frosted window. Quickly, I put on my wool mittens and fuzzy hat. Mom helped me slide on my heavy coat and shiny, new boots. I flung open the door and ran out into the cold air. I love the snow!
Spot the adjectives in the paragraph.

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Verb Practice

- Spot the action words in each sentence.

1. At night before bedtime, Grandpa and I jump on the bed.

2. After we jump, I am tired and want to sleep.

3. “Can you kiss me goodnight?” I ask my Mother.

4. At breakfast, I open the milk and pour it into a glass.

5. After I drink my milk, I eat two eggs and a piece of toast.
Spot the action words in each sentence.

1. At night before bedtime, Grandpa and I **jump** on the bed.

2. After we **jump**, I am tired and want to **sleep**.

3. “Can you **kiss** me goodnight?” I **ask** my Mother.

4. At breakfast, I **open** the milk and **pour** it into a glass.

5. After I **drink** my milk, I **eat** two eggs and a piece of toast.
Spot the adverbs in this paragraph.

Today I helped my mom cook dinner. We carefully cut the vegetables and slowly placed them into a boiling pot of water. Next, mom quickly browned the chicken and patiently let it cook through. I eagerly waited for my next job, which was to gently sprinkle spices into the soup. But, I accidentally poured in too much cumin. I quietly told my mom my mistake, and she sweetly told me, as a child, she had coincidently made the same mistake.
Adverb Practice

Spot the adverbs in this paragraph.

Today I helped my mom cook dinner. We carefully cut the vegetables and slowly placed them into a boiling pot of water. Next, mom quickly browned the chicken and patiently let it cook through. I eagerly waited for my next job, which was to gently sprinkle spices into the soup. But, I accidentally poured in too much cumin. I quietly told my mom my mistake, and she sweetly told me, as a child, she had coincidently made the same mistake.
**Prefix and Suffix**

- **Prefix** is placed at the beginning of a word to modify or change its meaning.

  E.g:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anti-</td>
<td>against, the opposite</td>
<td>anti-aircraft, antibiotic, anticlimax</td>
</tr>
<tr>
<td>Un-</td>
<td>Not, reversal, cancellation</td>
<td>unreal, unhappy, unplug, unmask</td>
</tr>
<tr>
<td>hyper-</td>
<td>beyond, more than</td>
<td>hypersonic, hyperactive</td>
</tr>
<tr>
<td>dis-</td>
<td>negation, removal, expulsion</td>
<td>disadvantage, dismount, disbar</td>
</tr>
</tbody>
</table>
- A **suffix** is a group of letters placed at the end of a word to make a **new** word.
- **E.g**

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Making</th>
<th>Example original word</th>
<th>Example suffixed word</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ation</td>
<td>nouns</td>
<td>explore</td>
<td>exploration</td>
</tr>
<tr>
<td>-ary</td>
<td>adjectives</td>
<td>imagine</td>
<td>imaginary</td>
</tr>
<tr>
<td>-ly</td>
<td>adverbs</td>
<td>help</td>
<td>helpfully</td>
</tr>
<tr>
<td>-ize</td>
<td>verb</td>
<td>terror</td>
<td>terrorize</td>
</tr>
</tbody>
</table>
Read each sentence. Choose the correct meaning of the underlined word.

1. Mary wants to **replay** the DVD.
   - play before
   - play again

2. Cali was **unkind** to her friend.
   - very kind
   - not kind

3. Pete walked **happily** to the park.
   - in a happy way
   - not happy
4. The **dancer** was on the stage.
   - to dance
   - someone who dances

5. You should never be **dishonest**.
   - not honest
   - too honest
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Skimming and Scanning for specific details

- **Skimming** → Reading a text quickly to get the general sense of a text.
- **Scanning** → Reading in a high speed looking for specific information.

**Main Idea**
- Important information that tells more about the overall idea of a paragraph or section of a text.

**Topic Sentence**
- A sentence that captures the meaning of the entire paragraph or group of sentences. It tells what the passage is mainly about.
Summarising

- Re-telling of the main ideas and the important details in a shorter form.
- **Paraphrasing** important information in as few words as possible.
reading

thinking

PARAPHRASING & SUMMARISING

understanding

rewriting
By current scientific reckoning, our planet is 4.54 billion years old, give or take a few million years.

What?
By current scientific reckoning, our planet is 4.54 billion years old, give or take a few million years.

What? What about it?
By current scientific reckoning, our planet is 4.54 billion years old, give or take a few million years.

What?

What about it?

Who says?
By *current scientific reckoning*, our planet is 4.54 billion years old, give or take a few million years.

**What?**

**What about it?**

**Who says?**

Sample:
Scientists say the earth is about 4 1/2 billion years old.
When it comes to momentous events in U.S. history, the War of 1812 ranks low in the minds of many - a forgettable hiccup in history.

What?
When it comes to momentous events in U.S. history, the War of 1812 ranks low in the minds of many - a forgettable hiccup in history.

What?

What about it?
When it comes to momentous events in U.S. history, the War of 1812 ranks low in the minds of many - a forgettable hiccup in history.

What?

What about it?

Sample:
The War of 1812 is not a very memorable part of U.S. history.
Language expressions commonly used in oral presentation.

- Greet the audience.
  - “Hello ladies and gentlemen.”
  - “Good morning everyone.”

- Introduce yourself.
  - “Let me introduce myself.”
  - “My name is ... “

- Introduce your topic
  - “I plan to talk about...”
  - “The subject of my presentation is...”
- Give your objective. (purpose, aims or goals)
  - “....to give you some interesting information on...”
  - “What I would like to do today is...”

- Share your content.
  - “First, ...”
  - “Secondly, ...”
  - “To illustrate my point....”

- Signalling where you are.
  - “ I have explained to you the first article, now let’s move on to the second article...”
  - “ We have come to the end of the presentation..”
Ending the presentation

- “We have come to the end of the presentation...”
- “To recap what have been discussed..”
- “In conclusion...”